# Massachusetts State Normal School

Worcester, 1916

MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER

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## CATALOGUE AND CIRCULAR

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*Drawing and Practical Arts.*

—— —— . . . . . —— ——
*English Expression.*

[1] Except the principal, arranged in order of appointment.

| | |
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## SCHOOL OF OBSERVATION.

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The Elizabeth Street School, affiliated with the normal school for the purpose of observation.

| | |
|---|---|
| Emma M. Plimpton, . . . . . | Principal. |
| Gertrude M. Dodge, . . . . . | Grades 7, 8. |
| Winifred C. Callahan, . . . . . | Grades 7, 8. |
| Mary V. Smith, . . . . . | Grade 6. |
| Maude A. Willard, . . . . . | Grade 5. |
| Agnes L. Drugan, . . . . . | Ungraded. |
| Florence G. Holden, . . . . . | Grade 4. |
| May L. Brooks, . . . . . | Grade 3. |
| Martha E. Peck, . . . . . | Grade 2. |
| Margaret J. Shea, . . . . . | Grade 2. |
| May J. M. Larkin, . . . . . | Grade 1. |
| Bessie L. Jardine, . . . . . | Grade 1. |
| G. Hazel Swan, . . . . . | Kindergarten. |

# THE CALENDAR.

**1916.**

| | |
|---|---|
| April 1 to April 9, inclusive, . . . . | Mid-term recess. |
| April 28, Friday, . . . . . | Fourth annual conference on rural school problems. |
| May 30, Tuesday, . . . . . | Memorial Day, a holiday. |
| June 20, Tuesday, . . . . . | Public graduation. |
| June 22 and 23, Thursday and Friday, . . | First entrance examinations. |
| Midsummer vacation, eleven weeks. | |
| September 5 and 6, Tuesday and Wednesday, | Second entrance examinations. |
| September 7, Thursday, . . . . | School year begins. |
| October 12, Thursday, . . . . | Columbus Day, a holiday. |
| November 30 to December 4, . . . | Thanksgiving recess. |
| December 22 to January 2, . . . . | Christmas recess. |

**1917.**

| | |
|---|---|
| January 26, Friday, . . . . . | First term ends. |
| January 29, Monday, . . . . . | Second term begins. |
| February 22, Thursday, . . . . | Washington's Birthday, a holiday. |
| April 7 to April 15, inclusive, . . . | Mid-term recess. |
| May 30, Wednesday, . . . . . | Memorial Day, a holiday. |
| June 19, Tuesday, . . . . . | Public graduation. |
| June 21 and 22, Thursday and Friday, . . | First entrance examinations. |
| Midsummer vacation, eleven weeks. | |
| September 4 and 5, Tuesday and Wednesday, | Second entrance examinations. |
| September 6, Thursday, . . . . | School year begins. |

# STATE NORMAL SCHOOL.

## WORCESTER, MASSACHUSETTS.

### AIM AND PURPOSE OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

### APPLICATION FOR ADMISSION.

It is advisable that application for admission be made soon after January 1, and that certificates be forwarded early in June.

### REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or in-

firmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra, . . . . . 1 unit.
(3) Geometry, . . . . . 1 unit.
(4) History, . . . . . 1, 2 or 3 units.
(5) Latin, . . . . . 2, 3 or 4 units.

| | | |
|---|---|---|
| (6) | French, | 2 or 3 units. |
| (7) | German, | 2 or 3 units. |
| (8) | Physics, | 1 unit. |
| (9) | Chemistry, | 1 unit. |
| (10) | Biology, botany or zoölogy, | ½ or 1 unit. |
| (11) | Physical geography, | ½ or 1 unit. |
| (12) | Physiology and hygiene, | ½ or 1 unit. |
| (13) | General science, | ½ or 1 unit. |
| (14) | Drawing, | ½ or 1 unit. |
| (15) | Household arts, | 1 or 2 units. |
| (16) | Manual training, | 1 unit. |
| (17) | Stenography, including typewriting, | 1 or 2 units. |
| (18) | Bookkeeping, | 1 unit. |
| (19) | Commercial geography, | ½ or 1 unit. |
| (20) | Arithmetic, | ½ or 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the com-

missioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

## SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 22, 1916.

| *Morning.* | | *Afternoon.* | |
|---|---|---|---|
| 8.30– 8.45. | Registration. | 1.30–2.30. | Geometry. |
| 8.45–10.30. | English literature and composition. | 2.30–4.00. | Latin, arithmetic. |
| 10.30–11.30. | History. | 4.00–5.00. | General science. |
| 11.30–12.30. | Algebra. | | |

FRIDAY, JUNE 23, 1916.

| *Morning.* | | *Afternoon.* | |
|---|---|---|---|
| 8.15– 8.30. | Registration. | 1.30–2.30. | Chemistry, physics. |
| 8.30– 9.30. | Drawing, stenography. | 2.30–3.30. | Physiology, bookkeeping. |
| 9.30–11.00. | French, German, current events. | 3.30–4.30. | Biology, botany, zoölogy. |
| 11.00–12.00. | Physical geography, commercial geography. | 4.30–5.30. | Household arts or manual training. |

TUESDAY, SEPTEMBER 5, 1916.

| *Morning.* | | *Afternoon.* | |
|---|---|---|---|
| 8.30– 8.45. | Registration. | 1.30–2.30. | Geometry. |
| 8.45–10.30. | English literature and composition. | 2.30–4.00. | Latin, arithmetic. |
| 10.30–11.30. | History. | 4.00–5.00. | General science. |
| 11.30–12.30. | Algebra. | | |

WEDNESDAY, SEPTEMBER 6, 1916.

| *Morning.* | | *Afternoon.* | |
|---|---|---|---|
| 8.15– 8.30. | Registration. | 1.30–2.30. | Chemistry, physics. |
| 8.30– 9.30. | Drawing, stenography. | 2.30–3.30. | Physiology, bookkeeping. |
| 9.30–11.00. | French, German, current events. | 3.30–4.30. | Biology, botany, zoölogy. |
| 11.00–12.00. | Physical geography, commercial geography. | 4.30–5.30. | Household arts or manual training. |

## CURRICULA.

Curricula in three departments are offered as described on the following pages. All students, however, who were admitted in September, 1913, and in September, 1914, will complete the curricula then begun; but those admitted in September, 1915, and thereafter are required to take one of the curricula here described.

All students who desire to complete either the curriculum in the Elementary School Teacher's Department or the curriculum in the Intermediate School Teacher's Department will for the first year take the same courses as they are indicated below in the Elementary School Teacher's Department. Those who wish to complete the curriculum in the Intermediate School Teacher's Department will then make application for admission into this department. Their eligibility will be judged on the basis of personality, scholarship, professional fitness and such other qualifications as the principal and faculty shall deem essential for success in this field of work. In accordance, however, with the regulations of the State Board of Education, the number that may be admitted into the Intermediate School Teacher's Department for any one year will be limited.

Students wishing to select the curriculum in the Kindergarten Teacher's Department must (1) be able to play the piano readily and must possess a voice whose tones in singing and speaking are true and pleasing; (2) show an earnest and sympathetic understanding of very young children; and (3) manifest a consciousness of the present-day ideals of social service.

## I. Elementary School Teacher's Department.

A two-year curriculum designed for students preparing to teach in the first six grades of the elementary school.

| Name and Number of Course. | Periods Weekly of — | | |
|---|---|---|---|
| | Recitations. | Laboratory and Practice Teaching. | Expected Outside Preparation. |
| *First Year.* | | | |
| First Half Year: — | | | |
| Drawing and Practical Arts 1, | 2 | 2 | 4 |
| Education 1, 5, 8, | 7 | 1 | 7 |
| English Language 1, | 4 | – | 4 |
| History and Social Science 1, 2, | 5 | – | 6 |
| Music 3, | 2 | – | – |
| Physical Education 1, | 1 | 1 | 3 |
| Practical Science 4, | 3 | – | 2 |
| Second Half Year: — | | | |
| Education 8, | 1 | 1 | 3 |
| English Language 2, | 3 | – | 3 |
| Geography 1, | 4 | – | 4 |
| History and Social Science 2, | 1 | – | 2 |
| Literature 1, | 3 | – | 3 |
| Mathematics 1, | 3 | – | 4 |
| Music 1, 3, | 4 | – | 2 |
| Physical Education 1, 4, | 1 | 1 | 2 |
| Practical Science 1, 4, | 5 | 1 | 5 |
| *Second Year.* | | | |
| Drawing and Practical Arts 2, | 2 | 2 | 4 |
| Education 2, 6, 9, | 2–6 | – | 4 |
| English Language 3, | 4 | – | 4 |
| Geography 2, | 3 | – | 3 |
| History and Social Science 3, | 3 | – | 3 |
| Literature 2, | 3 | – | 4 |
| Mathematics 2, | 2 | – | 3 |
| Music 2, 3, | 4–2 | – | 2 |
| Physical Education 1, | 1 | 1 | 2 |
| Practical Science 2, | 1 | 2 | 2 |
| Also practice teaching, 19 weeks, | – | 32 | 16 |

## II. Intermediate School Teacher's Department.

A three-year curriculum, designed for students preparing to teach any or all grades of the elementary school, with especial attention given to the requirements of the upper grades.

| Name and Number of Course. | Periods Weekly of — | | |
|---|---|---|---|
| | Recitations. | Laboratory and Practice Teaching. | Expected Outside Preparation. |
| *First Year.* | | | |
| Courses the same as those given above in the elementary school curriculum. | | | |
| *Second Year.* | | | |
| Drawing and Practical Arts 3, 4, | 2 | 2 | 4 |
| English Language 4, | 3 | – | 3 |
| Geography 3, | 4 | – | 4 |
| History and Social Science 4, | 3 | – | 4 |
| Literature 3, | 3 | – | 4 |
| Mathematics 3, | 3 | – | 4 |
| Music 2, 3, | 2 | – | 2 |
| Physical Education 1, 2, | 2 | – | 2 |
| Practical Science 3, | 2 | – | 3 |
| Also practice teaching, 9½ weeks, | – | 32 | 16 |
| *Third Year.* | | | |
| Drawing and Practical Arts 5, 6, | 2 | 2 | 4 |
| Education 3, 4, 7, | 4 | – | 5 |
| English Language 5, | 2 | – | 2 |
| Geography 4, | 4 | – | 5 |
| History and Social Science 5, | 4 | – | 4 |
| Literature 4, | 2 | – | 4 |
| Mathematics 3, | 2 | – | 4 |
| Music 3, | 2 | – | – |
| Physical Education 3, | 2 | – | 2 |
| Practical Science 1, | 2 | – | 3 |
| Also practice teaching, 19 weeks, | – | 32 | 16 |

## III. Kindergarten Teacher's Department.

A two-year curriculum designed for students preparing to teach in the kindergarten. The courses offered are such as also to equip graduates to teach in the first three grades of the elementary school.

| Name and Number of Course. | Periods Weekly of — | | |
|---|---|---|---|
| | Recitations. | Laboratory and Practice Teaching. | Expected Outside Preparation. |
| *First Year.* | | | |
| First Half Year: — | | | |
| Education 1, 5, 8, | 7 | 1 | 7 |
| English Language 1, | 4 | – | 4 |
| History and Social Science 2, | 1 | – | 2 |
| Kindergarten 1, 2, 3, 6, | 8 | – | 10 |
| Music 3, | 2 | – | – |
| Physical Education 1, | 1 | 1 | 3 |
| Practical Science 4, | 3 | – | 2 |
| Second Half Year: — | | | |
| Education 8, | 1 | 1 | 3 |
| English Language 2, | 3 | – | 3 |
| History and Social Science 2, | 1 | – | 2 |
| Kindergarten 1, 2, 3, 6, | 8 | – | 10 |
| Literature 1, | 3 | – | 3 |
| Mathematics 1, | 3 | – | 4 |
| Music 1, 3, | 4 | – | 2 |
| Physical Education 1, | 1 | 1 | 2 |
| Practical Science 4, | 3 | – | 2 |
| *Second Year.* | | | |
| Drawing and Practical Arts 2, | 2–0 | 2 | 4 |
| Education 2, 6, 9, | 2–6 | – | 4 |
| English Language 3, | 4 | – | 4 |
| Geography 1, | 4 | – | 4 |
| History and Social Science 1, | 4–0 | – | 4 |
| Kindergarten 1, 3, 4, 5, 6, 7, | 7 | – | 7 |
| Music 2, 3, | 4–2 | – | 2 |
| Physical Education 1, | 1 | 1 | 2 |
| Practical Science 2, | 1 | 2 | 2 |
| Also practice teaching, 19 weeks, | – | 16 | 8 |

## The Courses of Instruction.

Courses designated "A" are for students taking the curriculum in the Elementary School Teacher's Department; those designated "B" for students taking the curriculum in the Intermediate School Teacher's Department; those designated "C" for students taking the curriculum in the Kindergarten Teacher's Department.

### DRAWING AND PRACTICAL ARTS.

**Drawing and Practical Arts 1. (A, B.) Drawing and practical arts for elementary grades.** Miss Clarke.

First year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

(*a*) A study of color theory, design and the use of pictures in the first six grades of the elementary school with attention to scales, nature drawing, pose, illustration, lettering and materials for picture study, together with practice in using them. (*b*) Training in paper folding and cardboard construction, with practice in execution for the purpose of gaining skill.

**Drawing and Practical Arts 2. (A, C.) Methods of teaching drawing and practical arts in elementary grades.** Miss Clarke.

Second year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

(*a*) A study of methods of teaching these subjects in the first six grades of the elementary school, including the examination of courses of study, lesson planning, the use and value of the material required in the work, and the study of definite ways in which both drawing and practical arts may be made to connect with the interests and needs of children. (*b*) Practice work in both drawing and practical arts, with a view to giving knowledge of the work covered, skill in handling tools and materials, and facility in execution of projects. Emphasis is placed upon composition, representation, perspective and blackboard work in drawing, and modeling, sewing, basketry, paper folding, etc., in practical arts.

**Drawing and Practical Arts 3. (B.) Drawing for upper grades.** Miss Clarke.

Second year. Nine and one-half weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A course designed to teach the subject-matter suitable for the seventh and eighth grades and methods of teaching it. It deals mainly with mechanical and

industrial drawing, free-hand sketching, perspective and blackboard work, and calls for much individual execution of projects. Attention is given to making and reading working drawings and plans, and to architecture and works of art.

**Drawing and Practical Arts 4. (B.) Practical arts for the upper grades.** Miss CLARKE.

Second year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, two periods weekly.

A course for the study and execution of specific projects chosen from the field of productive labor which are suitable for the seventh and eighth grades in rural schools. A variety of materials, as wood, metal, cloth, leather, food, etc., is employed for the manufacture of useful articles, and emphasis is placed in the choice of projects upon personal and school needs, in the belief that in this way the work is made more stimulating to self-development and to intelligent insight into and sympathy with the economic and industrial environment.

**Drawing and Practical Arts 5. (B.) Advanced drawing.** Miss CLARKE.

Third year. Nine and one-half weeks, four laboratory periods weekly; expected outside preparation, four periods weekly.

A course providing opportunity for practice in drawing as it is taught in the seventh and eighth grades. Mechanical drawing, architectural drawing, drawing as related to industrial and commercial art, advanced perspective and blackboard drawing are included.

**Drawing and Practical Arts 6. (B.) Advanced practical arts.** Miss CLARKE.

Third year. Nine and one-half weeks, four laboratory periods weekly; expected outside preparation, four periods weekly.

A continuation of Course 4.

## EDUCATION.

**Education 1. (A, B, C.) Educational psychology.** Dr. AVERILL.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, two periods weekly.

A general survey of the mental life of the normal child of school age, with special reference to the processes of learning. The relationships between psychology and the principles and methods of teaching are emphasized. Assigned readings, reports, lectures, class discussions, experiments, observations.

**Education 2. (A, C.) Educational psychology.** Dr. AVERILL.

Second year. Nine and one-half weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course supplementary to Education 1, based upon experience in practice teaching, and on this account making more specific investigations of the learning processes.

**Education 3. (B.) Educational psychology.** Dr. AVERILL.

Third year. Nine and one-half weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course similar to the preceding, but designed for students taking the curriculum in the Intermediate School Teacher's Department, and calling for more individual experimentation and observation.

**Education 4. (B.) History of education and educational sociology.** Dr. AVERILL.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A study of modern educational tendencies and problems, with a sufficient investigation of the sociological and educational conditions of the past to enable the student to comprehend current problems. Special consideration is given to the historical development of education in Massachusetts. Assigned readings, special reports, lectures, discussions.

**Education 5. (A, B, C.) General pedagogy.** Dr. ASPINWALL.

First year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A consideration and discussion of the meaning, function and aims of education, the educational values of school studies, the making of the curriculum and the relations of educational practice to psychological principles. Assigned readings and class discussion.

**Education 6. (A, C.) School management.** Dr. ASPINWALL.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A study of the nature and aim of the school, the meaning and problems of control and discipline, leading to an appreciation of the philosophy of management. Assigned readings and discussions.

**Education 7. (B.) School management.** Dr. ASPINWALL.

Third year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course similar to Education 6, but designed for students taking the curriculum in the Intermediate School Teacher's Department. Special reports on assigned reading, discussions.

**Education 8. (A, B, C.) Methods of teaching.** Miss ROGERS.

First year. Thirty-eight weeks, one recitation period weekly, one period of observation weekly; expected outside preparation, three periods weekly.

A study aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 30), and thus prepares the students directly for the later apprenticeship in the public schools of the city.

**Education 9. (A, C.) Rural education.** Miss TUCKER.

Second year. Nineteen weeks, four recitation periods weekly, three visits of inspection to rural schools; expected outside preparation, four periods weekly.

A study of the conditions of life which surround the rural school, with a view to learning the possibilities and opportunities of such a school. Carney's "Country Life and the Country School" is used as a text, and reference is made to other works touching upon particular phases of the subject.

## ENGLISH LANGUAGE.

**English Language 1. (A, B, C.) Methods of teaching reading in elementary grades.** Miss OSBORN.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching reading in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading. Assigned reading, observation, special reports, class discussion.

**English Language 2. (A, B, C.) Methods of teaching language in the elementary grades.** —— ——.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A study of methods of teaching oral and written expression in the first six grades of the elementary school. Means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, criticism, making of plans.

**English Language 3. (A, C.) Reading and language study for elementary grades.** —— ——.

Second year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A course dealing with the subject-matter of reading suitable for the first six grades of the elementary school and designed to develop a sense of appreciation and to give opportunity of acquiring some skill in choosing and adapting literary material that may be used for reading lessons. (*b*) A review of the subject-matter of oral and written expression as covered in the first six grades of the elementary school, with a study of the underlying principles and practice in applying them. An examination of textbooks in these subjects is also made.

**English Language 4. (B.) Reading and language study for upper grades.** ——— ———.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course similar to English 3, but dealing with the subject-matter of the seventh and eighth grades.

**English Language 5. (B.) Applied English expression.** ——— ———.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to give much practice in applying the principles studied in the preceding courses in order to increase the student's facility in oral and written expression.

## GEOGRAPHY.

**Geography 1. (A, B, C.) Methods of teaching geography in elementary grades.** Mr. HUBBARD.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching geography in the first six grades of the elementary school, with consideration of the subject-matter, the point of view and methods of presentation suitable for each grade. Assigned reading, outlines, special reports, lesson planning, class discussion.

**Geography 2. (A.) Regional geography.** Mr. HUBBARD.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to train students to work out geographical problems characteristic of typical regions. Class discussion, individual investigation, assigned reading, written reports.

**Geography 3. (B.) Methods of teaching geography in upper grades.** Mr. HUBBARD.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching geography in the seventh and eighth grades. A comparison is made with the methods of presentation used in the elementary grades in order to emphasize the different point of view. Practice is given in the solution of geographical problems, in securing and using geographical data, in the examination of supplementary reading and in the interpretation of maps.

**Geography 4. (B.) Advanced regional geography.** Mr. HUBBARD.

Third year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A course designed to broaden the student's knowledge of relationships of geography. Causal factors and the applications of physical geography are studied as a basis for the interpretation of the commercial, agricultural and economic phases of the subject. Assigned reading, special reports, individual problem work.

## HISTORY AND SOCIAL SCIENCE.

**History and Social Science 1. (A, B, C.) Methods of teaching history in elementary grades.** Mr. BROWN.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of the principles and methods of teaching history in the first six grades of the elementary school, including courses of study, grading, aims, lesson planning, collecting material and examination of texts. Assigned reading, study of pictures, story telling, construction work and dramatization also form part of the work.

**History and Social Science 2. (A, B, C.) Current events.** Mr. BROWN.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, three periods weekly.

A course designed to give training in the study of current events, with a view to rendering one capable of conducting such work in schools.

**History and Social Science 3. (A.) Methods of teaching civics in elementary grades.** Mr. BROWN.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A study of the principles and methods of teaching civics in the first six grades of the elementary school, using as a basis social groupings as found in the school, the home and the State. Readings, examination of texts and individual observation are required.

**History and Social Science 4. (B.) Social science for upper grades.** Mr. BROWN.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A course designed to give an understanding of civics and social science as adapted to the seventh and eighth grades, using civics as the starting point. The rights and duties of the individual citizen and his relation to the community and its welfare are studied in detail. The course is also concerned with a study of the methods of teaching this subject-matter to pupils of these grades, with a view to forming in them right ideals of citizenship.

**History and Social Science 5. (B.) History for the upper grades.** Mr. BROWN.

Third year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A course designed to teach the scope and content of the history taught in the seventh and eighth grades with emphasis upon its interpretation. It is concerned, also, with the study of the methods of teaching this subject-matter in these grades, including the examination of textbooks, lesson assignments, lesson planning, supplementary reading, and the relationships with geography, biography and social science.

## KINDERGARTEN.

These courses are intended for students preparing to teach in the kindergarten and the first three primary grades.

**Kindergarten 1. (C.) Kindergarten games.** Miss BABCOCK.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, two periods weekly.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course designed to teach games suitable for very young children, and methods of teaching them as well as ways of playing them. In the second year the course is conducted on the basis of the students' knowledge of play and the results of their child study, having as aim to teach how to collect, classify and study games appropriate to the kindergarten and the first and second primary grades.

**Kindergarten 2. (C.) Kindergarten materials.** Miss BABCOCK.
First year. Thirty-eight weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of the educational materials of Fröbel and Montessori, and of methods of using these or any materials appropriate to the kindergarten and to the lower primary grades.

**Kindergarten 3. (C.) Kindergarten principles.** Miss BABCOCK.
First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, two periods weekly.
Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course designed to give training in deducing and formulating principles of procedure from the observation of kindergarten practice. In the second year it makes use of the students' experience in practice teaching for more critical study of the principles formulated during the first year.

**Kindergarten 4. (C.) Kindergarten programs.** Miss BABCOCK.
Second year. Twenty-eight and one-half weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course to be taken at the same time with the practice teaching, designed to give training in the preparation of lessons which shall fit together into one organic whole, and to make a study of programs followed in the kindergartens in which the students do their practice teaching.

**Kindergarten 5. (C.) Kindergarten organization.** Miss BABCOCK.
Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, one period weekly.

A study of the extent, cost and care of the kindergarten equipment, giving attention to the kinds, qualities and the ordering of supplies and furniture, to methods of making inventory, and to means and devices for preserving them, as well as to their attractive arrangement.

**Kindergarten 6. (C.) Fröbel's writings and the history of the kindergarten.** Miss BABCOCK.
First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, three periods weekly.
Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A study of Fröbel's principles of child development as announced particularly in the "Education of Man" and in the "Mother Play and Nursery Songs," with

the aim of giving the students a definite conception of the origin and development of the kindergarten movement in relation to the whole field of education. In the second year there is a comparative study of the contributions made to education by Rousseau, Herbart and Pestalozzi and those of Fröbel for the purpose of making a definite and sympathetic judgment of the kindergarten ideals.

**Kindergarten 7. (C.) Neighborhood civics.** Miss Babcock.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, one period weekly.

A course designed to give training in the social responsibilities which teachers in the kindergarten and the lower primary grades must meet. Attention is paid, by class discussion and by actual visits, to mothers' meetings, parent-teachers' associations, home visitation and the needs of various communities. Assigned reading is required with special reports upon the successful work done in these lines in many different communities.

## LITERATURE.

**Literature 1. (A, B, C.) Children's literature, story telling and reading aloud.** Miss Osborn.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A survey of the literary material used in the elementary school, as it is adapted to the different ages, with a view to develop an appreciation for it, to see its growth, to study the child's literary needs in each grade and to learn to use effectively the material available. (*b*) A course designed to give practice in story telling and reading aloud, in order to enable the student to do them simply, naturally and effectively. The course deals also with methods of presenting literature to pupils in story form, by reading, etc., as well as the consideration of the various reactions to be attained, such as dramatization, etc. Story hours are planned and the students are encouraged to practice until they succeed in holding the attention and interest of the children. Assigned reading, reports, observation, discussion.

**Literature 2. (A.) Selected literature.** Miss Osborn.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of selected works of English and American writers, with a view to stimulating a greater love of reading and to developing some power of discrimination in the choice of reading material.

**Literature 3. (B.) Literature for upper grades.** Miss Osborn.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A review of the literary material used in the seventh and eighth grades, with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (*b*) A study of methods of teaching literature in the seventh and eighth grades. Assigned reading, special reports, lesson planning, discussion and criticism.

**Literature 4. (B.) Modern literature.** Miss OSBORN.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, four periods weekly.

A study of the works of some of the more modern writers both English and American. Its aim is to cultivate good taste in reading and to create an active interest in good literature. Much outside reading is required.

## MATHEMATICS.

**Mathematics 1. (A, B, C.) Methods of teaching arithmetic in elementary grades.** Miss SMITH.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching arithmetic in the first six grades of the elementary school, with sufficient practice in solving problems to give facility in dealing with fundamental processes. It is concerned, also, with the investigation of courses of study, lesson planning and assignment, and the examination of texts suitable for the different grades.

**Mathematics 2. (A.) Applied arithmetic.** Miss SMITH.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to give training in the applications of arithmetical processes to the ordinary experiences of life, with much practice in the making and solution of problems.

**Mathematics 3. (B.) Arithmetic for upper grades.** Miss SMITH.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to prepare for teaching arithmetic in the seventh and eighth grades, including a review of the subject-matter adapted to these grades and a study of methods of presenting it. Considerable emphasis is placed upon the commercial and industrial applications of arithmetic, and much practical work is required. The aim is to give understanding of subject-matter and facility in applying it.

## MUSIC.

**Music 1. (A, B, C.) Musical technique.** Miss BALDWIN.

First year. Nineteen weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course designed to give a general knowledge of the subject, including the principles of correct production, practice in ear-training, sight-reading and writing of melodies, as well as a repertoire of rote songs suitable for use in the elementary grades.

**Music 2. (A, B, C.) Methods of teaching music in elementary grades.** Miss BALDWIN.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

(*a*) A study of the best methods of teaching music in the first six grades of the elementary school, and a consideration of a course of study in music suitable for these grades. (*b*) In the latter half of the course special attention is given to songs and methods suitable for upper grades, with the aim of cultivating an appreciation of the meaning, beauty and power of good music.

**Music 3. (A, B, C.) Chorus singing.** Mr. SUMNER.

Each year. Thirty-eight weeks, two recitation periods weekly; no outside preparation expected.

This is a school exercise for all the students, and aims to give training in choral singing of part songs. Emphasis is placed upon the choice of material and upon the artistic interpretation of the compositions chosen, with a view to cultivating an appreciation of the best in music.

## PHYSICAL EDUCATION.

**Physical Education 1. (A, B, C.) Gymnastics and games for elementary grades.** Miss MURRAY.

First year. Thirty-eight weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

Second year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A course designed, first, to aid the students to form good physical habits and to promote their personal efficiency by intelligent attention to the laws of health and hygiene; second, to train them to become capable workers in school gymnastics and games. It deals with indoor and outdoor exercises, and includes the gaining of skill in the execution of them and the study of methods of teaching them in the first six grades of the elementary school. To this end practice in the teaching of games is provided and courses of study are examined.

**Physical Education 2. (B.) Methods of playground supervision.** Miss MURRAY.

Second year. Nine and one-half weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly.

A course designed to give students taking the curriculum in the Intermediate School Teacher's Department training in the application and supervision of games and exercises in school playground work. Besides methods of supervision it deals also with plans of playgrounds and a study of equipment.

**Physical Education 3. (B.) Gymnastics and games for upper grades.** Miss MURRAY.

Third year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly.

A course similar to Course 1, but designed for students taking the curriculum in the Intermediate School Teacher's Department, and dealing with exercises, games and dances suitable for the seventh and eighth grades.

**Physical Education 4. (A, B.) Hygiene and methods of teaching hygiene.** Dr. AVERILL.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course devoted to the hygiene of the school child and its relations to the aims of the school. Methods of teaching hygiene to children are studied, and emphasis is placed upon medical inspection, the sanitation and hygiene of schoolhouses and grounds, and those problems most likely to be encountered in the average school. Only those facts of physiology and anatomy which have special significance for hygiene are considered.

## PRACTICAL SCIENCE.

**Practical Science 1. (A, B.) Methods of teaching practical science in elementary grades.** Mr. RUSSELL.

First year. Nineteen weeks, two recitation periods weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A study of subject-matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships in physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

**Practical Science 2. (A, C.) Practical science for elementary grades.** Mr. RUSSELL.

Second year. Nineteen weeks, one recitation period weekly, two demonstration periods weekly; expected outside preparation, three periods weekly.

A course supplementary to Course 1, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

**Practical Science 3. (B.) Practical science for upper grades.** Mr. RUSSELL.

Second year. Twenty-eight and one-half weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

Third year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A course similar to Course 2, but dealing with the subject-matter to be taught in the seventh and eighth grades, together with methods of teaching it. Emphasis is placed upon the different points of view of pupils of these grades and upon the work and methods that are best adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of the course.

**Practical Science 4. (A, B, C.) Methods of teaching nature study.** Miss TUCKER.

First year. Thirty-eight weeks, three recitation periods weekly, frequent field excursions; expected outside preparation, three periods weekly.

A study of the subject-matter of nature study and of methods of teaching it in the first six grades of the elementary school. It aims to create an interest in and a love for nature, in the belief that it will thus more effectively function later in teaching. It covers the study of trees and mammals, wild flowers and birds, indoor planting and care of the school garden. Much attention is given to the consideration of the environment of the children as the field from which to choose the subject-matter to be taught, and also to their common needs and interests as a means of learning the methods of presenting it. Lesson plans are made, courses of study examined, illustrative material collected and its uses and value studied.

## Observation and Practice Teaching.

*Observation.* — (*a*) In the training school selected classes are taught by the principal of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city elementary schools not far distant from the normal school building, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the normal school, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the elementary curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions.

*Practice Teaching.* — (*a*) Special training is given in the training school of six grades where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the normal school where general meetings are held for class discussions, criticisms and the consideration of the problems of the prac-

tice work. This work is conducted by the supervisors and occasionally by the principal.

(*c*) In addition to these facilities for practice, opportunity is also granted in the Worcester County Training School in Oakdale, a few miles from the city, to gain experience in the management and the instruction of exceptional boys. This training is carried on in the same way as the apprenticeship in the city schools, and gives a valuable development because of its special character.

*Platform Exercise for Oral Expression.* — During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled school from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

*Materials for Use in Teaching.* — A large supply of material has been provided by the normal school for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

## THE LIBRARY.

The textbook and reference library contains over 12,000 volumes, which are easily accessible to the students for classroom use and for individual study. The entire care of the reference books is taken by members of the school, working under the instruction and direction of one of the teachers. Besides having this library practice, class librarians are charged with

the duties of giving out, recording and, at the end of the term, collecting the textbooks. Each student is given some responsibility and training in this work. In the reading room magazines and newspapers are supplied, and direct training, with a view to forming good habits in reading current periodicals, is given by the teacher of history and civics.

## STODDARD TERRACE.

This building is a dormitory, built on the cottage plan, for the accommodation of sixteen girls. It is heated by steam and lighted by electricity, has a comfortable parlor and an attractive music room, and is in every way a convenient and satisfactory school home.

The rates for room and board, together with a limited amount of laundry, are fixed for all the normal schools in the State at $160 for the school year, payable in advance, — $40 in September, $40 on November 15, $40 on February 1 and $40 on April 15.

The house is in charge of a matron and house mother, and pupils whose homes are not in Worcester are advised to live there.

## LUNCH ROOM.

For the convenience of pupils and teachers who care to avail themselves of the opportunity, a hot luncheon is furnished at Stoddard Terrace at the moderate price of 20 cents.

The rest of the pupils eat the lunch they have brought from home in the school lunch room. Here many of the necessary furnishings are provided; a hot closet makes it possible to warm food and drink as desired, and boiling water is supplied for the making of cocoa.

## GENERAL INFORMATION.

### Tuition.

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $25 at the beginning of each half-yearly session.

## Physical Examination.

Admission to the normal school is conditional upon the passing of a physical examination satisfactory to the school physician. This examination may be required before the opening of the school session in September, or at some later date set by the principal. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. Expert medical advice is given to those who need it, and systematic instruction is provided in hygiene and physical training.

## Employment of Graduates.

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of this school. Many members of the senior class secure positions before the close of the school year directly through interviews with superintendents who visit the school for the purpose of securing teachers to fill impending vacancies.

The school also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates of the school obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the school.

## Scholarships at Harvard.

There are four scholarships in the scientific school at Harvard University for the benefit of graduates of the State normal schools. The annual value of each of these scholarships is $150, which is the price of tuition, so that the holder of the scholarship receives his tuition free.

The incumbents are originally appointed for one year, on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

### State Aid.

The Commonwealth has annually granted to the normal schools a considerable sum of money to be divided among such pupils as are needy and deserving. This school receives its proper share of such funds, and is able to render assistance to a number of students each year. By a recent ruling of the State Board of Education it has been decided that the school may call upon such students for clerical or other assistance in return for this aid. Applications are to be made to the principal in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

### Incidental Advantages.

Besides special lectures given each year at the school by prominent speakers, many facilities for general improvement are offered to pupils by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the school for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history; the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

## LECTURES.

A course of lectures is provided each year for the instruction and entertainment of the students. During the first term of the year 1915-16 (from September to February) the following persons addressed the school: —

Edward A. Steiner, Ph.D., Professor at Grinnell College, Grinnell, Ia., author of "On the Trail of the Immigrant," "From Alien to Citizen," etc.: "The Challenge of the American Spirit."

Mrs. Ruth Butts Carson, Lecturer on Dress, Boston, Mass.: "Beauty and Simplicity in Dress."

Frank P. Cousins, Expert on Colonial Architecture, Salem, Mass.: "Colonial Art" (illustrated).

Chauncey J. Hawkins, Lecturer and Naturalist, Jamaica Plain, Mass., author of "The Little Red Doe": "Bright Eyes and Wild Hearts in our Northern Woods" (illustrated).

Harry W. Kimball, Field Secretary of the Massachusetts Savings Bank Insurance League, Boston, Mass.: "Thrift and Savings Bank Insurance."

Donald Lowrie, Private Secretary of Thomas Mott Osborne, Warden of Sing Sing Prison, Ossining, N. Y., author of "My Life in Prison," and "My Life out of Prison:" "The New Sing Sing."

William Lord Smith, Ph.D., F.R.G.S., Naturalist and Traveler: "British East Africa, the People, the Country and the Big Game."

J. L. Harbour, Lecturer and Humorist, Boston, Mass.: "Blessed be Humor."

## ANNUAL CONFERENCE ON RURAL EDUCATION.

Since 1913 there has been held under the auspices of the school an annual conference on the problems of the rural school, with special consideration of ways and means of improving its physical conditions and its social efficiency. Educators and rural workers of national reputation participate each year in these meetings, which are attended by many teachers, superintendents, members of school committees and of granges, and others interested in rural school progress. The subjects considered by these conferences have been: —

1913 (February 10), The Improvement of the Rural School.
1914 (March 27), Rural School Hygiene.
1915 (March 26), The Improvement of Rural School Grounds and Interiors.
1916 (April 28), The Rural School as the Community Center.

# STUDENTS.

## Senior Class.

### Elementary School Teacher's Department.

*Three-year Curriculum.*

| | |
|---|---|
| Ball, Edythe Ray, | Worcester. |
| Berube, Eva Louise, | Holden. |
| Bowen, Harriet Mary, | Worcester. |
| Browne, Margaret Elizabeth, | Hawley, Pa. |
| Burke, Mary Elizabeth, | Worcester. |
| Carpenter, Rose Marion, | Worcester. |
| Collins, Carrie Marie, | Worcester. |
| Coulson, Irene Viola, | Worcester. |
| Coulter, Isabel Madeline, | Worcester. |
| Cronin, Margaret Gertrude, | Worcester. |
| Cunningham, Mabel Cecilia, | Worcester. |
| Daley, Elizabeth Rose, | Uxbridge. |
| Dewar, Margaret Helen Allester, | Worcester. |
| Donahue, Isabel Katherine, | Worcester. |
| Donahue, Mary Agnes, | Worcester. |
| Dowd, Agnes Dorothy, | Worcester. |
| Downey, Medora Madonna, | Blackstone. |
| Doyle, Mary Ellen, | Worcester. |
| Drohan, Ellen Anastatia, | Worcester. |
| English, Mary Gertrude, | Worcester. |
| Fay, Mary Blanche Winifred, | Worcester. |
| Goldberg, Agnes Lydia, | Worcester. |
| Haskard, Ruth Hanna, | Bellingham. |
| Hickey, Catherine Margaret, | Worcester. |
| Judge, Hazel Marie Eloise, | Worcester. |
| Kelley, Katherine Cecilia, | Worcester. |
| Kelley, Mary Jane Rosella, | Leicester. |
| Kelly, Mary Ellen, | Worcester. |
| Kennedy, Veronica Bernadette, | Worcester. |

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|---|---|
| Knowlton, Clover Gates, | Worcester. |
| Lacouture, Marie Eleanore, | Millbury. |
| Lawrence, Helen, | Worcester. |
| Maguire, Helen Gertrude, | Worcester. |
| Marshall, Catherine Teresa, | Worcester. |
| Masterson, May Elizabeth Rosalie, | Worcester. |
| McDermott, Estelle Margaret, | Worcester. |
| McDonald, Mary Veronica, | Worcester. |
| McGillicuddy, Mary Veronica, | Whitinsville. |
| McGrath, Anna Teresa Clair, | Worcester. |
| Melifant, Anna Elizabeth, | Blackstone. |
| Mulvey, Mary Genevieve, | Millville. |
| O'Leary, Mary Burke, | Worcester. |
| Power, Gertrude Anna, | Worcester. |
| Prior, Mary Alice, | North Brookfield. |
| Quinn, Mary Alice, | Worcester. |
| Riley, Mary Cecilia, | Worcester. |
| Ryan, Mary Josephine, | Worcester. |
| Shea, Mary Teresa, | Worcester. |
| Stevenson, Mary Grace, | Worcester. |
| Walsh, Katherine May, | Worcester. |

*Two-year Curriculum.*

| | |
|---|---|
| Anderson, Margaret Alice Katherine, | Whitinsville. |
| Barclay, Flora Elizabeth, | Spencer. |
| Brennan, Katherine Martha, | Millville. |
| Conroy, Esther Josephine, | North Brookfield. |
| Doon, Dorothy, | Worcester. |
| Feeny, Sylvia, | Millville. |
| Harney, Gertrude Veronica, | Worcester, |
| Hayes, Mary Mildred, | Worcester. |
| Keeney, Mary Elizabeth Veronica, | Worcester. |
| Kelliher, Mary Helena, | Millbury, |
| Lynch, Bertha Mary, | Jefferson. |
| McCabe, Isabelle Agnes, | Blackstone. |
| Murphy, Gertrude Ellen, | Whitinsville. |
| Riley, Nellie Theresa, | Worcester. |
| Ryan, Jennie Frances, | Worcester. |
| Robinson, Clara May, | Rutland. |
| Shea, Mary Evangeline, | Worcester. |

| | |
|---|---|
| Vail, Anna Frances, | Whitinsville. |
| Walsh, Frances Elizabeth, | Worcester. |
| Walsh, Grace Alice, | Whitinsville. |
| Wild, Mary Alice, | Whitinsville. |

KINDERGARTEN TEACHER'S DEPARTMENT.

*Three-year Curriculum.*

| | |
|---|---|
| Brannon, Dorothy West, | Worcester. |
| Clapp, Marion Gertrude, | Worcester. |
| Doherty, Grace Marie, | Worcester. |
| Joslyn, Dorothy May, | Worcester. |
| O'Brien, Margaret Helena, | Worcester. |
| Pogue, Marjorie Moffatt, | Worcester. |
| Stebbins, Dorothy, | Worcester. |
| Traynor, Mabel Loretta, | Worcester. |

*Two-year Curriculum.*

| | |
|---|---|
| Brackett, Estella Frances, | Sanbornville, N.H. |
| Burr, Hazel Lillian, | Bellingham. |
| Cheiffetz, Sonia, | Worcester. |
| Houghton, Louise Marion, | Worcester. |

## Middle Class.

ELEMENTARY SCHOOL TEACHER'S DEPARTMENT.

| | |
|---|---|
| Amato, Mary Josephine, | Worcester. |
| Bailey, Beatrice Melissa, | Brookfield. |
| Barrett, Katharine Gertrude, | Worcester. |
| Baxter, Annie Elizabeth, | Worcester. |
| Buckley, Alice Mary Elizabeth, | Worcester. |
| Callahan, Catherine Drew, | Worcester. |
| Callahan, Margaret Teresa, | Worcester. |
| Callahan, Mary Ellen, | Worcester. |
| Callan, Mary Veronica, | Worcester. |
| Carey, Catherine Bernadine, | Worcester. |
| Clancy, Anna Veronica, | Worcester. |
| Cole, May Elizabeth, | Spencer. |
| Collins, Esther Katherine, | Worcester. |
| Conlin, Eleanor Winnefred, | Worcester. |
| Connolly, Alice Marie, | Worcester. |

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|---|---|
| Deeb, Adebee, | Worcester. |
| Deery, Anna Elizabeth, | Worcester. |
| Duggan, Margaret Mary, | Worcester. |
| Fitzgerald, Alice Christine, | Worcester. |
| Fox, Ellen Gertrude, | Leicester. |
| Guilfoyle, Rose Mary, | Worcester. |
| Haggman, Edith Ingeborg, | Worcester. |
| Hanley, Teresa Gertrude, | Leicester. |
| Henderson, Mildred Amy, | Worcester. |
| Higgins, Helen Jeannette, | Worcester. |
| Howe, Wyman Vincent, | Worcester. |
| Kelley, Grace Margaret, | Grafton. |
| MacDonald, Alice Marguerite, | Worcester. |
| Maloney, Helen Marguerite, | Worcester. |
| Manning, Eileen Frances, | Worcester. |
| Marble, Helen Pamela, | Spencer. |
| Martin, Rowena Evelyn, | Worcester. |
| McKeon, Mary Bernardine, | Worcester. |
| McLane, Grace Frances, | Worcester. |
| McPartland, Marguerite Frances, | Worcester. |
| McQueeney, Dorothy Elizabeth, | Worcester. |
| Moran, John Willard Bernard, | Worcester. |
| O'Connor, Mary Cecilia, | Worcester. |
| Power, Josephine Rose, | Worcester. |
| Rome, Sophie, | Worcester. |
| Shea, Mary Ellen, | Worcester. |
| Soper, Ruth Marie, | Worcester. |
| Yates, Katherine Patricia, | Worcester. |

KINDERGARTEN TEACHER'S DEPARTMENT.

| | |
|---|---|
| Burrell, Fannie Louise, | Worcester. |
| Butler, Julia Gertrude, | Worcester. |
| Healy, Margaret Mary, | Northampton. |
| O'Leary, Monica Augusta, | Worcester. |

## Junior Class.

ELEMENTARY SCHOOL TEACHER'S DEPARTMENT.

| | |
|---|---|
| Almstedt, Hulda Maria, | Worcester. |
| Aucoin, Apolline Marguerite, | Spencer. |
| Banaghan, Mary Esther, | Worcester. |

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|---|---|
| Blomstrom, Florence Hulda, | Worcester. |
| Boulger, Agnes Mary, | Leicester. |
| Boyle, Harry Aloysious, | Worcester. |
| Bragdon, Eleanor May, | West Brookfield. |
| Brierly, Irene May, | Worcester. |
| Carey, Helen Margaret, | Worcester. |
| Carmody, Catherine Ann Cecelia, | Worcester. |
| Chase, Lovertia Pearl, | Merrimacport. |
| Christenson, Mildred Elizabeth, | Worcester. |
| Clapp, Evelyn May, | North Brookfield. |
| Clark, Edith Idelle, | Dodge. |
| Clifford, Mildred Juliet May, | Worcester. |
| Condon, Helen Clare, | Worcester. |
| Crosby, Helen Priscella, | Worcester. |
| Cummings, Gladys Gertrude, | Worcester. |
| Cunningham, Helen Margaret, | Worcester. |
| Cunningham, Marguerite Madeleine, | Worcester. |
| Currie, Marion Campbell, | Worcester. |
| Davis, Ella Gladys, | Worcester. |
| Devine, Ruth Cecelia, | Northbridge. |
| Diggins, Agnes Camilla, | Worcester. |
| Doherty, Margaret Mary, | Worcester. |
| Donahue, Katherine Mary, | Worcester. |
| Drohan, Alice Ruth, | Worcester. |
| Drohan, John Joseph, | Worcester. |
| Duggan, Mae Louise, | Whitinsville. |
| Finnegan, Mary Bernardine, | Worcester. |
| Fleming, Julia Loretta, | Worcester. |
| Foley, Eleanor Gertrude, | Worcester. |
| Ford, Margaret Marie, | Worcester. |
| Garrity, Sara Margaret, | Uxbridge. |
| Goldthorpe, Helen Eulalea, | Whitinsville. |
| Grady, Helen Frances, | Worcester. |
| Harrington, Mary Margaret, | Millville. |
| Hartnett, Hanna Marie, | Worcester. |
| Healy, Lillian Florence, | Worcester. |
| Hickey, Marion Rose Veronica, | Worcester. |
| Higginbotham, Willie Reed, | Worcester. |
| Hogle, Grace Elizabeth, | Worcester. |
| Holly, Mary Agnes, | Worcester. |

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|---|---|
| Jackson, Bernice Adelaide, | Worcester. |
| Kernosek, Aniela Marie, | Worcester. |
| Lagasse, Ruth Cecelia, | Worcester. |
| Layden, Alice Mary Catherine, | Worcester. |
| Ledger, Mary Elizabeth, | Worcester. |
| Littlefield, Ruth, | Manchaug. |
| Lombard, Agnes Mildred Mary, | Worcester. |
| Lundstrom, Edna Otilla, | Worcester. |
| Lyon, Elizabeth Marie, | Worcester. |
| Lyons, Mary Catherine Gertrude, | Worcester. |
| Mahan, Eliza Cecilia, | Worcester. |
| Mattimore, Mary Elizabeth, | Worcester. |
| McAuliffe, Margaret Isabel, | Worcester. |
| McCabe, Josephine May, | Worcester. |
| McCann, Helen Margaret, | Worcester. |
| McCarthy, Eileen Frances Benedict, | North Brookfield. |
| McGuire, Bernice Katherine, | Worcester. |
| McMahon, Lillian Tharmar Mary, | Worcester. |
| McNamara, Irene Margaret, | Spencer. |
| Moran, Florence Mae, | West Boylston. |
| Mulcahy, Catherine Cecilia, | Worcester. |
| Murphy, Alice Josephine Rose, | Worcester. |
| Norton, Gladys Helena Spurr, | Worcester. |
| O'Connor, Deborah Frances, | Worcester. |
| Peterson, Edith Alina, | Worcester. |
| Peterson, Elizabeth Christina, | Worcester. |
| Peterson, Hulda Victoria, | Worcester. |
| Piper, Irene L., | Worcester. |
| Power, Ellen Gertrude, | Worcester. |
| Price, Sadie Frances, | Worcester. |
| Putnam, Jessie Harriet, | Millbury. |
| Riley, Elizabeth Agnes, | Worcester. |
| Rogers, Bertha Keith, | Grafton. |
| Rowe, Gladys Edith, | Worcester. |
| Salmon, Anna Maria, | Worcester. |
| Scott, Margaret Gertrude, | Worcester. |
| Shay, Mildred Madeline, | Millbury. |
| Shea, Dorothy Marie, | Worcester. |
| Shea, Helen Elizabeth, | Worcester. |
| Sherwin, Louise Alice, | Worcester. |

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|---|---|
| Sieben, Mildred Mabel, | Worcester. |
| Siff, Jeannette, | Worcester. |
| Sullivan, Agnes Gertrude, | Worcester. |
| Sullivan, Josephine Anna, | Worcester. |
| Sullivan, Mary Gertrude, | Worcester. |
| Sweeney, Alice Winifred, | Worcester. |
| Sweeney, Anna Gertrude Patricia, | Worcester. |
| Taft, Corinne Catherine, | North Uxbridge. |
| Thurman, Sylvia Anna, | Worcester. |
| Tierney, Esther Hyland, | Worcester. |
| Tracy, Esther Rose Clare, | Uxbridge. |
| Turbidy, Anna Gertrude, | Worcester. |
| Wall, Mollie Florence Stapleton, | Worcester. |
| Ward, Evelyn Winifred, | Worcester. |
| Wells, Mildred Claire, | Worcester. |
| Wynn, Marguerite Mary, | Worcester. |

### Kindergarten Teacher's Department.

| | |
|---|---|
| Amidon, Dorothy Alice, | Worcester. |
| Campbell, Hazel Alicia, | Worcester. |
| Darby, Frances Mabel, | Worcester. |
| Drury, Mabel Louise, | Worcester. |
| Dupree, Ruth Irene, | Worcester. |
| Durfee, Gladys Willard, | Fall River. |
| Emerson, Mary Josephine, | Jewett City, Conn. |
| Grundy, Hazel Elizabeth, | Fall River. |
| Johnson, Margaret Josephine Mary, | Worcester. |
| Joslyn, Marion Gertrude, | Worcester. |
| Lawler, Helen, | Worcester. |
| McKeon, Alice Grace Elizabeth, | Worcester. |
| Morrill, Rose, | Worcester. |
| O'Connor, Grace Margaret, | Worcester. |
| Page, Ruth Kate, | North Grafton. |
| Pearson, Alice Rigel, | Newport, R. I. |
| Rivera, Maria de la Luz, | Mexico City, Mex. |
| Saltus, Pauline Alice, | Worcester. |
| Serradell, Luz, | Mexico City, Mex. |
| Sullivan, Mary Frances, | Worcester. |
| Tomajan, Frances Siranoosh, | Worcester. |

## Special Students.

| | |
|---|---|
| Chaplin, Fred Winfred (M.A.), | Worcester. |
| Giffin, Elsie Elmer, | Spencer. |

## Students on Leave of Absence.

| | |
|---|---|
| Prindle, Harriet Dewey, | Worcester. |
| Toomey, Harry Leslie, | Worcester. |
| Warner, Myrtle Louise, | Worcester. |

## Summary of Attendance.

| | |
|---|---|
| Senior class, | 83 |
| Middle class, | 47 |
| Junior class, | 120 |
| Special students, | 2 |
| Total number in attendance, | 252 |
| Pupils in model school (six grades), | 56 |

# GRADUATES' ASSOCIATION.

## Officers.

| | | |
|---|---|---|
| *President*, | Mrs. Adelia T. Riordan, | Class of 1884. |
| *Vice-President*, | Mrs. Grace Geer Belknap, | Class of 1893. |
| *Secretary*, | Arabella H. Tucker, | Class of 1876. |
| *Treasurer*, | William F. Butler, | Class of 1899. |

## Executive Committee.

| | |
|---|---|
| Julia A. Quinn, | Class of 1886. |
| Mrs. Louella Jackson Smith, | Class of 1895. |
| Grace C. Coffey, | Class of 1905. |
| Abbie T. Morrill, | Class of 1910. |
| Marion D. Twiss, | Class of 1913. |